

Candidate pack

Teacher of English

Stowe



Our Vision and Ethos

Stowe stands in the most sublime setting of any school in the world. Historic buildings, landscaped gardens and the very spirit of the Enlightenment sit at the heart of its founding. But, as this remarkable landmark enters its second century as a leading public school, we believe that beauty and tradition are not enough: our future vision for the School embraces change, uncertainty and the challenges that will face our pupils not just during their academic careers, but throughout the rest of their lives in a world which is increasingly complex and ambiguous. Within that volatile environment we see our pupils and colleagues as Change Makers. They will make a lasting impact not only while they are here at Stowe, but, perhaps more importantly, in the wider world. The history of this place, both as a stately home and as a pioneering school remains important to our mission of education, and at the heart of a Stowe education remains intellectual enquiry, academic curiosity and a love of learning. We strive for a balance of rights and responsibilities, equality and inclusion and to treat each pupil and member of colleagues as an individual. Our vision is inspired

by a history of progressive thinking, and has been developed through collaboration with our pupils, parents, teachers, support colleagues, governors and alumni. Yes, we teach pupils how to excel in exams, but we also teach them how to collaborate, how to solve problems and how to think critically. Stowe is educating a generation of Change Makers ready to transform the world.

The Group's talented and committed workforce is one of our greatest strengths. We are committed to fostering team engagement, attracting, mentoring, developing and retaining our best teachers and support colleagues. We focus on employee wellbeing, provide opportunities for professional growth and we create a culture of community and partnership.



Anthony Wallersteiner

Dr Anthony Wallersteiner
Head of The Stowe Group

**“Stowe is educating
a generation of
Change Makers
ready to transform
the world.”**

THE *Stowe* GROUP

The Stowe Group of schools (Stowe, Ashfold, Swanbourne House and Winchester House) was created in is situated on four separate sites in Buckinghamshire and Northamptonshire. Across the four schools, The Stowe Group can offer education for boys and girls from 3-18 years. Within The Stowe Group there are more than 1,800 pupils and 800 members of staff. The Schools occupy sites of historical significance in Swanbourne, Dorton, Brackley and the world-famous landscape gardens at Stowe, where we work with The National Trust to manage 880 acres and open the grounds to over 200,000 visitors a year. Stowe House is open to the public during the School holidays and for guided tours during term time. The Stowe Group is committed to safeguarding and promoting the welfare of children and expects all staff to share this commitment. In 2021, The Stowe Group launched its transformational and substantive Change Makers vision and Change 100 programme.



Stowe



SWANBOURNE HOUSE
BUCKINGHAMSHIRE




ASHFOLD
SCHOOL



WINCHESTER
HOUSE 



We are Change Makers

who are:

PROFESSIONAL

CREATIVE PROBLEM SOLVERS

KIND

FLEXIBLE

COLLABORATIVE

COMMUNICATORS

Our values

PROFESSIONAL

01

We are ambassadors for The Stowe Group to the outside world. We are proud and passionate about working for The Stowe Group at all times. Colleagues are courteous, address everyone respectfully, and are always punctual and presentable. We present a professional image by effectively prioritising, being knowledgeable in our area of expertise and following through on our work commitments and initiatives. We work efficiently to enhance the pupil and parent experience. We do not wait to be asked, we are trusted to use our initiative to see what needs to be done. We act with reliability, diligence and consistency to deliver work outcomes to high quality standards and timescales. We maintain a positive attitude and demeanour and are flexible and cooperative, possessing an open mind and are self-reflective.

CREATIVE PROBLEM SOLVERS

02

We are adept at identifying a problem, looking for possible solutions and moving these forward to deliver the best course of action. We are committed to solving problems and completing all assigned work. Creative problem solvers are dynamic and therefore find new opportunities and solutions for problems by looking beyond current practices and using innovative thinking we are not afraid to think outside the 'box'. We are positively progressive in bringing new ideas and reinvent our processes to benefit our customers (pupils and parents) and the wider Stowe Group. As creative problem solvers we identify new opportunities to achieve goals and are willing to positively/appropriately challenge ideas or perceptions based on new information or contrary evidence which is presented. We find solutions through experimentation, imagination, questioning, collaboration and analytical methods and we look for ways to embrace technology and practical automation. We will look to acquire new knowledge, are inquisitive, and believe there is always more to learn.

KIND

03

We act with honesty, respect and integrity in our actions and decisions. Our interaction with others enriches the working experience as we look to genuinely build and maintain the trust of others. We show respect and patience for others and their working environment at all times, even when under pressure or when having a bad day. Kindness doesn't have to be mellow or soft – in many cases, it takes courage, vulnerability, compassion, empathy, and transparency. The ability to actively listen to others, be dependable, considerate and curious all create a culture of contagious kindness. The ability to thank and celebrate the success of others encourages growth, along with offering actionable constructive feedback. We are also kind to ourselves recognising when we need to manage our own energy levels or reach out for support.

Our values

FLEXIBLE

04

We are able to adapt successfully and swiftly to changing situations, keeping calm and being resilient in the face of difficulties. We plan ahead and have alternative options so are ready for all challenges. We are able to think quickly to respond to sudden changes in circumstances and take on new challenges at short notice. We are open to change and will look to explore external trends to build our own knowledge and skillset. The ability to balance and juggle a busy day job is countered by being empowered to use our initiative. We are adept at dealing with changing priorities and workload and succeed through the strong support network within The Stowe Group.

COLLABORATIVE

05

We make an invaluable and positive contribution to our immediate team and the wider Stowe Group team. We demonstrate calmness, leadership, collaboration and are great at coordinating with others to reach a common goal or outcome. We are honest, polite, and fair when working with others. We will look for ways to help others and provide assistance and encourage collaboration with other departments. We seek to find ways to empower others not to blame. We have a positive impact in the workplace and improve the positive energy level of the team. We work well and develop effective respectful relationships with a diversity of colleagues by listening and showing interest in others and their concerns.

COMMUNICATORS

06

We are clear, concise, confident and consistent in our communication to others. We actively listen to others and know when to adapt our communication to colleagues around us, encouraging open discussions. In a team or group setting, we show respect, knowing when to take part in a discussion, remaining open-minded and allowing others to speak without interruption. We share relevant information with others to ensure they are updated and also allowed an opportunity to share their ideas and thoughts for consideration. Opportunities to simplify communication are identified and we will not shy away from offering positive challenge or questioning to others. We act with positive body language and look for the body language clues that others offer to adapt to their communication style.

Job details

Appointment of: Teacher of English

Department: English Department

**Accountable to: Head of Department
then Faculty Chair**

Number of direct reports: 0

Location: Stowe School

**Salary: An extremely attractive and
most competitive package**

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committed workforce is one
of our greatest strengths.
We are committed to
fostering team engagement,
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our best teachers and
support colleagues"**

The English Department

The English Department is based in the Vanbrugh building. Teaching rooms include a fixed terminal computer, a digital projector and a SMART interactive whiteboard. There is also a departmental library which includes a substantial range of texts, DVDs, critical works, magazines, past papers and a photocopier.

In the third form, pupils begin studying both IGCSE English Language and Literature with Edexcel. At 6th form, pupils study Edexcel's 9ETO syllabus for English Literature. Where possible, teachers are given choice to teach the texts that inspire them.

Work in the classroom is extended through a very extensive range of activities at all levels. For Sixth Form, the Literary Society runs a busy calendar of talks and dinners with distinguished guests from the world of literature, theatre and academia. The Junior Literary Society also hosts a range of similar events and there is an annual Third Form Recital Competition which is one of the highlights of the year. The Department also run many trips to theatres in London, Stratford-Upon-Avon and other regional theatres.

English teachers work closely with other core departments in the Faculty. These include Film Studies, Creative Digital Media Production, the Skills department and EAL. Teachers often teach across the range of these subjects.

Purpose of the role

The successful candidate will support the Head of Department in the delivery of the highest standards of teaching to ensure optimum levels of pupil learning and achievement. They will also be required to play an active role in the extra-curricular activities run by the department and/or elsewhere in the school.

Key Tasks

To promote the aims of the School at all times with colleagues, parents, pupils and the public.

- To play a full part in a seven day a week boarding School during term time, with commitment to teaching, pastoral care, extra-curricular activities and School duties.
- To assist in the recruitment of pupils and to promote the School and Department.
- To provide professional, high-quality teaching, with the effective use of appropriate resources to ensure the highest standards of learning and achievement of all pupils.
- To attend all appropriate Health & Safety (COSHH) and Child Protection training related to the pupils, School and Department.

1 Teaching

- 1.1 To enable pupils to acquire knowledge and make progress according to their current level of attainment so that they increase their understanding and develop their skills in the subject taught.
- 1.2 To foster in pupils the application of intellectual, physical or creative effort, interest in their work, and the ability to think and learn for themselves.
- 1.3 To create well-planned lessons and deliver through effective and appropriate teaching methods, activities and management of class time.

- 1.4 To show a good understanding of the aptitudes, needs and prior attainments of the pupils and ensure these are taken into account in lesson-planning.
- 1.5 To utilise effective strategies for managing behaviour and encouraging pupils to act responsibly.
- 1.6 To teach, according to their educational needs, the pupils assigned to him/her, including the setting and marking of work to be carried out by the pupils in class, prep and elsewhere.
- 1.7 To assess, record and report on pupils' development, progress and attainment and for all such records to be kept in mark books (either paper copy or electronic) to be scrutinised and verified by the Head of Department or a member of SMT.
- 1.8 To work with, and under the instruction and guidance of, the Head of the Department(s) to which the teacher is assigned, in the preparation and development of courses of study, teaching materials, teaching programmes.
- 1.9 To carry out the terms of a departmental job description arrived at after individual discussion and consultation with the Head of Department(s) or manager to whom the teacher is assigned.
- 1.10 To contribute to the development of the curriculum, and to be aware of the latest thinking in both subject and the national curricula.
- 1.11 To staff clinics and other academic support measures according to the timetables and needs of the pupils.
- 1.12 To teach/act as supervisor in the Projects Department as and when required by the Deputy Head (Academic).

Key Tasks

2 Social and moral welfare of pupils

- 2.1 To take responsibility for the educational, social and moral welfare of pupils in the context of Stowe's boarding community.
- 2.2 To assist the Houseparent(s) of the boarding house to which they are assigned, as required by the Head. For Junior School Tutors; this will normally involve a regular, weekly evening duty supervising pupils, occasional supervision of early prep and some weekend events as needed.

3 Tutorial work

- 3.1 To provide guidance and advice to tutees assigned to them, on their academic programmes, timetables, methods of study, study skills, further education and future careers, including information about sources of more expert advice on specific questions, making relevant records and reports.
- 3.2 To deliver the Tutorial Lesson in the Lower School if a Lower School Tutor and to adhere to the Scheme of Work provided by the relevant Head of Year.
- 3.3 To attend any Personal, Social and Health Education (PSHE) tutorial sessions as specified for their tutor group by the Heads of Year.

- 3.4 To communicate and consult with the parents of pupils to communicate and co-operate with persons or organisations inside and outside the School in order to promote the social and moral welfare of pupils.
- 3.5 To participate in meetings arranged for any of the purposes above.

4 Games and extra-curricular activities

- 4.1 All staff are expected to assist with, and be involved in, the provision of both games and extra-curricular activities. The nature of that assistance and the degree of involvement will naturally vary according to the experience, skills and aptitudes of individual staff. Nevertheless, in a boarding community, all staff can expect to be called upon during the week and at weekends, to contribute to this essential part of the School's educational provision.

5 Assessments and reports

- 5.1 To provide or contribute to oral and written assessments, reports and references relating to individual pupils and groups of pupils.

6 Performance Review and Professional Development

- 6.1 To keep abreast of developments in their subject(s) and its teaching methods in order to maintain a high level of professional competence; checking exam board websites regularly for specification updates and exam information and to attend exam board Inset. Staff should also participate in arrangements within the agreed framework for review and professional development, including INSET.

Key Tasks

7 Discipline, Health and Safety

- 7.1 To maintain good order and discipline among pupils and safeguarding their health and safety both on the School premises and when they are engaged in School and other activities elsewhere, within the framework of the Health and Safety Policy documents.
- 7.2 To adhere to and manage all appropriate Health & Safety legislation, risk assessments and Child Protection training issues related to the Department.

8 Cover

- 8.1 To supervise and, where possible, teach pupils whose teacher is not available, as well as invigilating examinations when required.
- 8.2 To supervise some Creative Digital Media lessons each week.

9 Meetings

- 9.1 To participate in all meetings which relate to the School curriculum, School organisation and school administration and to attend Chapel, assemblies and other School events as required by the Head.

10 Public Examinations

- 10.1 Staff should participate in arrangements for preparing pupils for public examinations and assess pupils for the purposes of such examinations. Teachers should also record and report such assessments and supervise and invigilate pupils during such examinations.

11 School Duties

- 11.1 To undertake the supervision of pupils at meal times, in detention, on School journeys and on School premises as required by the duty rota.

12 Management and Administration

- 12.1 To contribute to the induction and support of new and probationary teachers.
- 12.2 To be committed to continuing career and professional development.
- 12.3 To ensure compliance with the current teaching staff handbook.



Person specification

The selection of candidates for short-listing will be based on this specification and candidates should bear this in mind when preparing their application and completing the application form

Attributes	Essential	Desirable
Qualifications	<ul style="list-style-type: none">• An Honours degree (or equivalent) in the relevant subject (s)• A Secondary Teaching Qualification	<ul style="list-style-type: none">• Qualification in EAL teaching• Qualification in Film or Media teaching
Specialist Skills and Experience	<ul style="list-style-type: none">• An ability to motivate, enthuse and influence• A commitment to safeguard and promote the welfare of children	<ul style="list-style-type: none">• Experience of classroom teaching• High levels of competence in the use of ICT for teaching and administration.• The ability to teach Creative Digital Media Production or EAL
Personal Qualities	<ul style="list-style-type: none">• A willingness to participate fully in the pastoral care, School duties and extra-curricular activities• Able and willing to contribute to the faculty team• Ability to motivate and inspire students• Ability to create a sense of enjoyment for English Language and Literature• Excellent communication skills• Excellent organisational skills• Excellent time management skills	<ul style="list-style-type: none">• A candidate willing to take on responsibility for a year group or curriculum area

This job description and person specification reflects the present requirements of the post and as duties and responsibilities change/develop, the job description will be reviewed and be subject to amendment in consultation with the post holder

Date Agreed: March 2025



WINCHESTER HOUSE SCHOOL



STOWE

SWANBOURNE HOUSE
BUCKINGHAMSHIRE

From Stowe School:

Heathrow Airport is an hour's drive away and Luton Airport 40 minutes.
Stowe School has nearby access to main traffic routes the M40, M1 and A5.
Milton Keynes Central train station – with regular trains to London – is a 30 minute drive from Stowe.



Enhanced holiday entitlement

Your contract will provide details of the exact holiday entitlement you will receive



Free School Meals

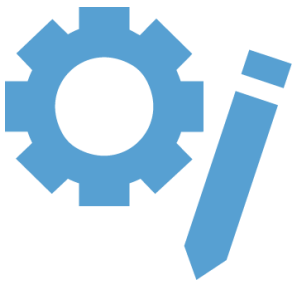
For colleagues working six hours or more during term time



Cycle2work scheme

(National Minimum Wage rules may impact eligibility)

Colleague benefits



Learning and development opportunities



Discounted School Fees

At Stowe Group schools

Access to the Stowe Library

Plus a range of online digital magazines and publications



Free annual flu vaccine



£80 Annual Golf Membership

For you and immediate family (applies to permanent colleagues only)



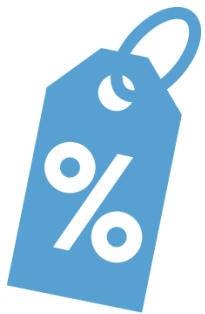
Volunteer leave

Up to 2 days paid leave for volunteering



Employee wellbeing programme

Including free access to counselling services, physiotherapy and more



Shopping discounts

Through the 'Discounts for Teachers' website



Free refreshments



Wraparound childcare

Free wraparound childcare available for all colleagues at Prep Schools



Free gym and swimming pool use

For you and your family (Stowe colleagues only, specific times apply.) Free Yoga classes at Stowe.



We are change makers

THE *Stowe*
GROUP

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SECURITY

BARBARIAN